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AUTHOR Yunker, Jonel Jones
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ABSTRACT

This project sought to develop a global education curriculum at the secondary level by developing a rationale and support for a global education curriculum; surveying teachers at North Adams High School as to what they would like to include in the course of study that related to global education; contacting various state departments of education to see if global education curriculum guidelines had been established at the state level; contacting Ohio State University and other state universities to see what research they had done on global education and its curriculum; contacting individuals involved with global education; brainstorming with students at North Adams High School for ideas on how to make their curriculum more globally oriented; combining all of the ideas on global education curriculum to create a comprehensive secondary global education curriculum; and emphasizing and implementing the idea of the whole language approach across the curriculum. A 19-item bibliography concludes the paper. Questionnaire, Inquiry Letters, and Resource Contacts are appended. (JAG)

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ED 404 238

A GLOBAL EDUCATION PROGRAM
FOR THE HIGH SCHOOLS OF ADAMS COUNTY, OHIO

APPLIED PROJECT

An applied project submitted in partial fulfillment of
the requirements for the degree of Education Specialist
at Morehead State University

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Jonel Jones Yunker

Committee Chairman: Dr. Marium Williams

Professor of Education

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ABSTRACT OF APPLIED PROJECT

A GLOBAL EDUCATION PROGRAM FOR THE HIGH SCHOOLS OF ADAMS COUNTY, OHIO

Purpose of the Project

The purpose of this applied project was to develop a global education curriculum at the secondary level.

Objectives

The objectives of this study were:

(1) to develop a rationale and support for a global education curriculum,

(2) to survey teachers at North Adams High School as to what they are presently including in their course of study that relates to global education,

(3) to survey teachers at North Adams High School as to what they would like to include in their course of study that relates to global education,

(4) to contact various State Departments of Education to see if global education curriculum guidelines have been established at the state level,

(5) to contact Ohio State University and other state universities to see what research they have done on global education and its curriculum,

(6) to contact other individuals who are involved with global education,

(7) to brainstorm with students at North Adams High School for their ideas on how to make their curriculum more globally oriented,

(8) to combine all of these ideas on global education curriculum and add my own ideas, in order to create a comprehensive Secondary Global Education Curriculum,

(9) to emphasize and implement the idea of the Whole Language Approach across the curriculum.

Limitations

This study was limited to the amount of information that was received from various personal contacts, as well as from various postal contacts that sent literature which was used for reference. In addition, other books, magazines, pamphlets, and brochures were used as references.

Methods and Procedures

Related literature on a national level as well as that available on a state and local level was reviewed. All of this literature was applied as to how it could be related to the course offerings of The Ohio Valley Local Schools.

A survey instrument was used for the teachers at North Adams High School; various inquiry letters and phone calls were made to the Central Office for Ohio Valley Schools, state departments of education, state universities, other school districts, and other global educators; various brainstorming sessions were held with the students of North Adams High School; and ideas of the writer that have been acquired and used in the teaching of foreign language classes. All of the information gathered from this research was used in writing the curriculum guide.

Conclusions

(1) There is a lot of interest in global education at all levels of the educational system, as well as in business.

(2) A lot of research has been done to substantiate a need for global education.

(3) Some schools have developed methods for beginning a global education program and curiculum for various subject areas.

(4) A lot of resource materials are available to assist educators who are interested in developing a global education curriculum.

(5) No comprehensive secondary curriculum guide for global education was found in the literature.

Recommendations

(1) A global education program should be introduced to school systems throughout the United States of America.

(2) Regional global education resource centers should be established.

(3) School-university partnerships should be established to help train teachers.

(4) A Public Relations Program should involve the community as participants.

(5) Fellowships and grants should continue to be offerred to teachers.

(6) In-service departmental training programs should be offerred to teachers.

(7) In-service training programs should be offerred to administrators.

(8) Specific objectives should be set periodically to determine the direction of the program.

(9) Periodic evaluations should be done to determine the success of the program.

Accepted by:_____, Chairman

_____

_____

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I wish to thank my committee members, Dr. Marium Williams, Dr. John Duncan, and Dr. Dan Thomas for their assistance and guidance. Thanks also to the students and the staff of North Adams High School for their input. I am also indebted to numerous others who were receptive to my phone calls or answered my letters of inquiry.

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CHAPTER ONE

INTRODUCTION

INTRODUCTION

Recent literature emphasizes the fact that rapid changes in today's world underscore the need for our young people to have an education with a global perspective, one that emphasizes the interdependence of the world and the need for cooperation. Students need to understand the five world systems referred to by Tye: ecological, cultural, economic, political, and technological (Tye, 1991, p. 14).

> To globalize American education is to expand opportunities to learn about the world beyond the borders of the United States, and to learn about American society's relationship to and place in the larger world system...and helping American students to see things from the perspective of other peoples of the world (Tye, 1991, p. 14).

One definition of global education is stated as,

> Global education involves learning about these problems and issues that cut across national boundaries, and about the interconnectedness of systems--ecological, cultural, economic, political, and technological. Global education involves perspective taking--seeing things through the eyes and minds of others--and it means the realization that while individuals and groups may view life differently, they also have common needs and wants (Tye, 1991, p. 163).

Another definition states that,

> Global education also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people may view life differently than we do, and yet that all the people of the world need and want much the same things (Goodlad and Tye, 1990, p. 9).

Many people recognize that the school is the center of improvement. Strategies for people who wish to globalize the schools include: (1) developing local leadership; (2) involving the community; (3) creating partnerships between schools and other agencies, including colleges and universities; (4) turning to newer national curriculum projects that contain a global perspective; and (5) conducting more and better research, particularly action research and studies of school change. Teachers also need time for thinking, planning, study, and personal development. The teachers need to improve their international education through undergraduate courses, inservice programs, and organized foreign travel.

> The strategies suggested here--combined with a powerful concept, global education--can be used to develop the kinds of schools the United States needs now: dynamic, relevant, and oriented to the future...to do otherwise is to put at risk the children we love, the students we teach, and the nation we cherish (Tye, 1991, p. 177).

Global education programs have become a positive agent for school change.

> First, the infusion of global awareness makes content relevant to students' own lives...Second, the globally trained teachers are enthusiastic... Third, the globally taught students are enthusiastic...Fourth, there is evidence of improved collaboration among administration, faculty, and staff...Fifth, parents and community members have become involved in a variety of ways...Sixth, global education promotes inter- and intra-ethnic understanding that leads to insight and appreciation of other cultures, their traditions, and their contributions. Global studies and activities help reduce tensions and conflicts in multiethnic, multicultural, and multilinguistic urban communities. Global education serves the international student population and its community (Tye, 1991, p. 155).

Community resources that can be used in teaching about world affairs would be local people involved in international business, Peace Corps returnees, foreign students, itinerate missionaries, and other individuals who actively participate in the international activities of local, religious, community, or ethnic groups.

The Mershon Center and the College of Education of the Ohio State University, in collaboration with other campus units, have worked extensively in linking the university with efforts in global education throughout Ohio. This one is mentioned specifically as it

pertains to Ohio. Universities in other states have also done research on global education.

Hopefully, education leaders throughout the United States will join in this exciting and important grassroots movement that prepares students for competent citizenship in the 21st Century.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

The literature on global awareness overwhelmingly supports the rationale for the urgency to develop and encourage a global education program throughout the curriculum and counseling services of the United States Educational System.

> Most Americans are becoming aware of the growing economic, ecological, technological and even political and cultural interdependence of today's world (Tye, 1990, p. 5).

In the 1980's ten basic shifts were seen:

1. Industrial Society to Information Society
2. Forced Technology to High Tech/High Touch
3. National Economy to World Economy
4. Short Term to Long Term
5. Centralization to Decentralization
6. Institutional Help to Self-Helf
7. Representative Democracy to Participatory Democracy
8. Hierarchies to Networking
9. North to South
10. Either/or to Multiple Option (Naisbitt and Aburdene, 1990, p. 12).

The trends of the nineties also will influence the important elements of lives--the career and job decisions, the travel, business, and investment choices, the place of residence, and the education of children. To make the most of the present decade, one must be aware of these changes.

As we enter the 1990's, the trends influencing our lives are:

1. The Booming Global Economy of the 1990's
2. A Renaissance in the Arts
3. The Emergence of Free-Market Socialism
4. Global Lifestyles and Cultural Nationalism
5. The Privatization of the Welfare State
6. The Rise of the Pacific Rim
7. The Decade of Women in Leadership
8. The Age of Biology
9. The Religious Revival of the New Millennium
10. The Triumph of the Individual (Naisbitt and Aburdene, 1990, p. 13).

Naisbitt emphasizes that the world is interconnected, with common technologies of information, service, and electronics unifying the three major regions of the world--North America, the Pacific Rim, and Europe.

A society's occupations influence every aspect of its cultural and political institutions. Therefore, in a global economy, the people of the developed world are similar to their neighbors--and therefore vying for the same jobs, contracts, and monies.

> The 1990's present a new world view. The cold war ended in the last years of the 1980's, and the arms race has been slowed, perhaps even halted. The postwar period of nationalism and idealogical cold war is over, and a new era of globalization has begun. The arts are flourishing worldwide. There is an international call to environmentalism. Communist countries experiment with democracy and market mechanisms. Among nations, the desire for economic cooperation is stronger than the

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> urge for military adventure with its huge human and financial costs. Asia has rewritten the rule book on economic development, many of its inhabitants having achieved the standard of living of Europeans. There is a strong movement toward increasing free trade. In the poorest nations of Africa, privatization and models of self-reliance are on the ascendancy. There is a new respect for the human spirit (Naisbitt and Aburdene, 1990, pp. 14-15).

Taking all of this into consideration, makes the job of education even more demanding and challenging as one faces a century in which people and the knowledge, thinking skills, analytical prowess, and peacemaking skills they possess will be the greatest asset a nation has--competing with all other nations in a global society. This is an age where economies are more important than idealogies. The economics of a nation will determine its idealogies.

The consumption era is an explosion into the global quest for products, and it is quickly escalating into a worldwide economic shopping spree that spans the richest to the poorest nations (Silva and Sjogran, 1990, p. 7).

Numerous readings support the fact that the next century will see a bigger gap between the rich and poor--and that the factor that will make all the difference will be in education and the development

of the analytical minds which the United States will be able to sell to the world. In an information society, the person who has the most information and the best thinking skills will excell the most. Here, again, is the challenge of education--to help in the development of the type of individual who will be able to compete in the global society.

> Every day three million people fly from one place on the planet to another. The new fiber optic cables replacing the old-fashioned ones that could only handle 20 calls at one time, can now simultaneously process over 40,000...By fax, a full-page letter crosses 3,000 miles of ocean in just under 12 seconds. With a modem, that communication can occur seemingly instantly (Naisbitt and Aburdene, 1990, p. 121).

Educators need to take advantage of and teach about how this new information age is influencing and molding lives at a rate previously unknown to man. Herein, again, lies a further challenge to education--to use informational technology, to teach about it, and to train students to use it all to their utmost advantage. The world is an interesting and challenging place. Educators must do their part in relaying this message. Hopefully, students will become enthused with this new knowledge, see it as a challenge, and concentrate more on becoming self-actualizing people.

To be the best one can be--has long been a challenge. To help students be the best that they can be is not only a challenge, but an obligation of educators in the global society.

Europe 1992 is on the horizon with the proposed economic integration of Europe; as President Bush and President Salinas of Mexico are negotiating for a free trade agreement which would eventually become a North American Trade Agreement linking Canada, the United States, and Mexico; as the further development of the Pacific Rim takes place with the four tigers of South Korea, Singapore, Taiwan, and Hong Kong challenging Japan for key position, one can't help but to see the urgency to keep aware of events in the world, to make students aware of these events, to educate them in such a way as to prepare them best to compete with, and at the same time, be a part of this global job market.

Peter Drucker supports this educational theory by stating,

> " An economy in which knowledge is becoming the true capital and the premier wealth-producing resource makes new and stringent demands on the schools for educational performance and educational responsibility...All members of society need to be literate...The knowledge society also requires that all its members learn how to learn...The

> post-business, knowledge society is a society of continuing learning and second careers...In the knowledge society, the knowledge base is the foundation of the economy...The knowledge workers in their entirety will be the rulers. They will also have to be the leaders. That requires ethos, values, and morality...There is no education without moral values...Knowledge people have to learn to take responsibility" (Drucker, 1989, pp. 232-38).

Education must be approached as an on-going process. Drucker so aptly emphasizes this by noting,

> "There is no such thing as a finished education in the knowledge society. It requires that people with advanced schooling come back to school again and again and again. Continuing education, especially of highly schooled people such as physicians, teachers, scientists, managers, engineers, and accountants, is certain to be a major growth industry of the future" (Drucker, 1989, p. 243).

Alvin Toffler supports this knowledge theory by stating,

> "...force, wealth, and knowledge...remain the primary tools of power. Failure to understand how they are changing is a ticket to economic oblivion...A powershift, in the full sense, is more than a transfer of power. It is a sudden, sharp change in the nature of power--a change in the mix of knowledge, wealth, and force" (Toffler, 1990, p. 34).

Students must be inspired to develop their talents to the best of their ability, so that they will be employable in the world economy of the 21st century. Toffler speaks of the lesser educated by stating,

> "A seemingly intractable problem in many of the high-tech nations is the existence of what has come to be called an under-class...What is increasingly clear,...is that work requires higher and higher informational skills, so that even if jobs are available, most of the members of this group cannot match the knowledge requirements. Moreover, the knowledge needed goes beyond task-specific job skills. To be truly employable a worker must share certain implicit cultural understandings about things like time, dress, courtesy, money, causality, and language. Above all, the worker must be able to get and exchange information" (Toffler, 1990, pp. 366-67).

The job of global educators will be to inspire students with the options available to them, and to encourage them to study, in order to keep the numbers of the under-class to a minimum. The cultural understandings and the language abilities of students should be multinational.

> In a knowledge-based economy, the most important domestic political issue is no longer the distribution (or redistribution) of wealth, but of the information and media that produce wealth...Exactly as in the case of the media, education will require a proliferation of new channels and a vast expansion of program diversity. A high-choice system will have to replace a low-choice system if schools are to prepare people for a decent life in the new Third Wave society, let alone for economically productive roles (Toffler, 1990, pp. 368-69).

Schools will also need to use all the media system to educate youth.

> The links between education and the six principles of the new media system--interactivity, convertibility, connectivity, ubiquity, and globalization--have scarcely been explored. Yet to ignore the relationships between the educational system of the future and the media system of the future is to cheat the learners who will be formed by both...With the revolutionary rise of the new wealth-creation system, it is not a fraction of the working population, but a substantial and ever-expanding number, whose productivity depends precisely on the freedom to create everything from new product designs to new computer logics, metaphors, scientific insights, and epistemologies (Toffler, 1990, pp. 369-70).

One of the greatest power imbalances today separates the rich countries from the poor. Toffler believes,

> "That unequal distribution of power, which affects the lives of billions of us, will soon be transformed as the new system of wealth creation spreads...The new system for making wealth consists of an expanding global network of markets, banks, production centers, and laboratories in instant communication with one another, constantly exchanging high--and ever-increasing--flows of data, information, and knowledge" (Toffler, 1990, p. 397).

Global educators will not only need to inspire and challenge students, or teach them thinking skills and problem-solving skills, but will also need to teach them to look at knowledge from different angles. Toffler emphasizes this by stating,

> "...advances in artificial intelligence and expert systems provide new ways to concentrate expertise. Because of all these changes, we see

> rising interest in cognitive theory, learning theory, "fuzzy logic", neurobiology, and other intellectual developments that bear on the architecture of knowledge itself" (Toffler, 1990, p. 427).

In The Work of Nations, Robert B. Reich gives a vivid analysis of what nations must do if their citizens are to flourish in the twenty-first century. As money, technology, and ideas flow easily across borders, and jobs go wherever they can be performed most efficiently, the forces of world capitalism are causing corporations to lose their national identities. All that remains rooted within a nation's borders is its people--the most fortunate and best-educated of whom are prospering as a huge, integrated world rewards them handsomely; the least-skilled of whom are growing poorer, losing out to similarly, unskilled workers worldwide. As we prepare for the twenty-first century, it is the skills and capacities of people that have become the primary assets, and that must become the focus of attention. Reich states that,

> "...power and wealth flow to groups that have accumulated the most valuable skills in problem solving, problem-identifying, and strategic brokering...As the world shrinks through efficiencies in telecommunications and transportation, such groups in one nation are able to combine their skills with those of people located in other

> nations in order to provide the greatest value to customers located almost anywhere. The threads of the global web are computers, facsimile machines, satellites, high-resolution monitors, and modems--all of them linking designers, engineers, contractors, licensees, and dealers worldwide" (Reich, 1991, p. 111).

The competiveness of Americans in the global market will depend on the functions that Americans perform--the value they add--in the global economy. Reich states that,

> "Some Americans, whose contributions to the global economy are more highly valued in world markets, will succeed, while others, whose contributions are deemed far less valuable, fail" (Reich, 1991, p. 172).

Reich believes that there are three categories of work that cover more than three out of four American jobs: routine production services, in-person services, and symbolic-analytic services. In 1991, routine production work accounted for about 25% of the jobs performed by Americans, and the number was declining. In 1990, in-person services accounted for about 30% of the jobs performed by Americans, and their numbers were growing rapidly. In 1990, symbolic-analysts accounted for about 20% of the jobs performed by Americans.

Reich states that,

> "As the value placed on new designs and concepts contines to grow relative to the value placed on standard products, the demand for symbolic analysis will continue to surge. This burgeoning demand should assure symbolic analysts ever higher incomes in the years ahead...it is likely that American will continue to excel at symbolic analysis. For two reasons: First, no nation educates its most fortunate and talented children--its future symbolic analysts--as well as does America. Second, no nation possesses the same agglomerations of symbolic analysts already in place and able to learn continuously and informally from one another. While these two advantages may not last forever, American symbolic analysts will continue to enjoy a head start for the foreseeable future at least" (Reich, 1991, pp. 225-226).

The capacity for abstraction--for discovering patterns and meanings--is at the heart of symbolic analysis. Reich notes that,

> "...reality must be simplified so that it can be understood and manipulated in new ways. The symbolic analyst wields equations, formulae, analogies, models, constructs, categories, and metaphors in order to create possibilities for reinterpreting, and then rearranging, the chaos of data that are already swirling around us. Huge gobs of disorganized information can thus be integrated and assimilated to reveal new solutions, problems, and choices. Every innovative scientist, lawyer, engineer, designer, management consultant, screenwriter, or advertiser is continuously searching for new ways to represent reality which will be more compelling or revealing than the old. Their tools may vary, but the abstract processes of shaping raw data into workable, often original patterns are much the same" (Reich, 1991, p. 229).

In a world brimming with possibilities for discovery, there is a need to train students to be thinkers, organizers, and analyzers--rather than merely spoon-feeding them with unrelated facts and figures. The curriculum needs to be fluid and interactive. A global perspective adds another needed perspective to these thinking skills in order for students to compete worldwide. The symbolic analyst needs to be able to see larger causes, consequences, and relationships. One needs to not only solve problems, but examine why the problem arises and how it is connected to other problems. There is a need to experiment in the new economy, where technologies, tastes, and markets are in constant flux. In addition, one needs to accept responsibility for a continual learning process and for a development of collaboration skills.

In Michael E. Porter's book entitled The Competitive Advantage of Nations, he states that one of the attributes of a nation that promotes the creation of a competitive advantage is,

> "...the nation's position in factors of production, such as skilled labor or infrastructure, necessary to compete in a given industry" (Porter, 1990, p. 71).

There is a wealth of statistics and information presented in Porter's book that could aid in a cross-curriculum global education project. Most all major subject areas are covered in a very stimulating manner designed to teach thinking skills, problem-solving skills, and deductions. Many oral discussions and debates could be used with this material. Michael E. Porter of the Harvard Business School has established himself as the world's leading authority on competitive advantage. In his book, he explores what makes a nation's firms and industries competitive in global markets and propels a whole nation's economy. He specifically discusses the nations of Britain, Denmark, Germany, Italy, Japan, Korea, Singapore, Sweden, Switzerland, and the United States. This is a facinating book.

As mentioned in a great deal of the literature, the citizens of the United States will play a key position in the global society. Hyland supports this by stating,

> "Indeed, the United States is in a strong position to adjust to inevitable international change and turn it to America's advantage, which, after all, is the real purpose of foreign policy" (Hyland, 1988, p. 40).

Keeping this in mind, the duty of educators is to prepare students for the global workplace. It appears evident that the need exists to make students more globally aware and to equip them with the cultural awareness and thinking skills that will best aid them in their lives. In creating a global education program that cuts across the curriculum and allows the student to see his education as an integrated whole, educators will prepare him for the world in which he lives and works. This is supported by the literature. The challenge to the educational system is here.

Viktor Frankl, well-known psychiatrist, states that,

> "Man's search for meaning is the primary motivation in his life" (Frankl, 1984, p. 105).

It is known that teachers who have become involved in global education projects experience a new meaning in their teaching. Tye supports this by noting,

> "The intrinsic rewards for teachers with a global perspective are persuasive. The global teacher recognizes the importance of preparing students for the 21st century and is aware of the misunderstandings, stereotypes, prejudices, and conflicts that exist among members of the world communities. The global teacher is fully aware that the vast world has become a small global village. In addition, the global teacher meets the needs of the existing multiethnic, multicultural, and multilinguistic student population. Thus, teaching with a global perspective is interesting, rewarding, and meaningful" (Tye, 1991, p. 152).

There are grants, fellowships, and Fulbright Teacher Summer Study Abroad Programs available for global teachers. For the teacher who dares to be globally educated and creative, the rewards are endless. This, is what happens when teachers are enthusiastic about what they are teaching, encouraged to create formats of instruction, and estatic when these formats help to attain the results desired--enthusiastic students.

Tye believes global education programs to be a positive agent for school change for many reasons.

> "First, the infusion of global awareness makes content relevant to students' own lives. Second, the globally trained teachers are enthusiastic. Third, the globally taught students are enthusiastic. Fourth, there is evidence of improved collaboration among administration, faculty, and staff. Fifth, parents and community members have become involved in a variety of ways. Sixth, global education promotes inter- and intra-ethnic understanding that leads to insight and appreciation of other cultures, their traditions, and their contributions. Global studies and activities help reduce tensions and conflicts in multiethnic, multicultural, and multilinguistic urban communties. Global education serves the international student population and its community...It is hoped that education leaders across the nation will join in this exciting and important grassroots movement that prepares students for competent citizenship in the 21st century" (Tye, 1991, p. 155).

Shad Helmstetter tells us,

> "Manage your choices, and you will manage your life...It is the choices you make today that are creating the programs of your future" (Helmstetter, 1989, p. 41 and p. 155).

Based upon the foregoing literature, it would seem that administrators, instructional leaders, and educators need to choose a comprehensive global education program for today's schools.

To have a strong global education program, the principal needs to act as an enabler to have the ownership be part of the formal and informal leadership of the school. Under these conditions, the school's global education team and the results of its work can be a major factor in bringing the school community together around a clear vision of an education that includes a global perspective.

Tye states that principals who foster a strong global education program tend to:

(1) Communicate the importance of a global education and articulate its rationale in ways that create shared meaning with others in the school.
(2) Demonstrate trust in the ability of teachers to make professionally responsible decisions about curriculum and their own professional development.
(3) Participate actively with the staff on matters of importance (e.g., setting goals for a global education program).

(4) Organize school resources and structures so that they support and facilitate work toward agreed-on goals (e.g., use of faculty meeting time, discretionary budget, scheduling that allows for collaborative planning and peer coaching).
(5) Identify outside resources that support work toward the school's goals and facilitate their use.
(6) Provide information that increases the staff's ability to mediate and integrate the multiple demands on their time, attention, and resources, allowing continued focus on shared goals.
(7) Encourage and facilitate the leadership of others.
(8) Support a school culture that acknowledges the need for recognition, risk taking, and regular reflection. (Tye, 1991, p. 89).

Glasser adds to this by stating,

> "The more a manager focuses on the needs that are hardest to satisfy--belonging and power--and figures out how to manage in such a way that these needs are satisfied, the more successful he or she will be. Managers who manage in a way that empowers workers are by far the most successful because it is harder for most of us to satisfy our need for power than any of our other needs. This is especially true in school: students who feel powerless make up the vast majority of those who do not work in school" (Glasser, 1990, p. 88).

The interdisciplinary nature of global education content can help to unify departments, grade levels, and programs around a common purpose. Glasser states that,

> "...we have to sell what we believe is worth learning to those we teach, who may be quite skeptical" (Glasser, 1990, p. 120).

The literature supports the fact that global education projects highly regard teachers as professionals and treat them as key agents in effecting change. Teachers who understand the cultures of their schools are applying that understanding as they work with administrators and community members in planned changes. Foreign language teachers are oftimes the catalysts for global education projects. Glasser states that,

> "Fear of change is less among administrators than among teachers, and it is less among good teachers supported by good administrators (Glasser, 1969, pp. 114-15).

Tye further cites that,

> "Teacher leaders in schools with strong global education programs exhibit many of the same characteristics as their principals. They hold a clear vision of global education in their schools and understand its rationale. They are able to communicate their beliefs to others and are not afraid to share leadership. They exhibit basic respect for their colleagues and welcome collaborative work. They see themselves as active learners and seek new information regularly" (Tye, 1991, p. 96).

School-university partnerships should be encouraged, as they can give energy toward a vision that is not shared by the home school. In Teamworks, Annie Gottlieb and Barbara Sher explain how teams, small groups, and personal networks can all aid in

helping develop resources, skills, and game plans. The underlying concepts and values of global education may not only improve a child's understanding of the world, but may actively support other school goals as well. Furthermore, the program's concepts, processes, and opportunities can support professional growth for all staff members. In Ohio, Ohio State University developed a "Columbus in the World" project in 1972. Release time was given to teachers interested in global education. Workshops and mini-grants have been offerred by the Center for Human Interdependence associated with Chapman College, Orange County, California. Many teachers have gained new vitality in teaching.

Global education promotes cross-cultural awareness and understanding. It also calls for holistic learning--the education of the whole student. It helps to develop the capacity of students to intellectually and emotionally cope with the continuous changes present in everyday life. Tye states that,

> "Global education is important because it provides a holistic approach, where children are educated not only in academics, but also as contributing members of our society, our country, and our world" (Tye, 1991, p. 103).

Tye continues by stating,

> "Teachers, administrators, professors, corporate heads, labor leaders, and others have come to share the realization that the United States faces a very different future, and that we are ill prepared to deal with it...We need to know more about others to better understand our own strengths and weaknesses as we assess our potential for meeting global challenges" (Tye, 1991, p. 116).

Many examples of innovative learning and decision making abound in nations attempting to compete in the global economy.

> "Americans are increasingly recognizing that our lives and hopes for the future are linked to events and developments around the world...The National Governors' Association, meeting in New York in December 1987, called a global perspective a key to prosperity. In 1989, the govenors recommended that global, international, and foreign language education become part of the basic education for all students and that each state take action to expand their international programs. A report released in 1987 by a study commission made up of nationally known educators,...recommended a nationwide, intensive effort to improve and expand global education in the nation's schools. The annual State of the World reports...provide further evidence that effective citizenship today requires a global perspective" (Tye, 1991, p. 67).

To be globally oriented, a high school world studies curriculum would contain studies in world geography, historical cultures, and international relations. Each approach would deal with interdependence, economic development, complexity,

change, and historical perspective.

With regard to history, a global approach should incorporate a knowledge of the larger economic, historical, and strategic changes that have occurred over the past centuries. A nation should be seen within the larger context of global development. Material is available from UNESCO, Mehlinger, The Council of Europe, and the National Council for the Social Studies. Europe Today (1985) includes maps that can be reproduced.

In reference to economics, citizens must understand the global economy which touches all lives and raises crucial issues of public policy. The literature supports the fact that a basic resource is an educated and skilled people. Therefore, a main component of economic competitiveness is educational competitiveness; what one can do in the global economy is shaped by what one knows. United States citizens must have knowledge and skills at least equal to those of their competitors. Tye supports this by stating,

> "Economic literacy in the 1990's requires that citizens understand how national, regional, and personal well being is influenced by the world economy" (Tye, 1991, p. 77).

The Joint Council on Economic Education has

publications designed to enhance the international dimensions of economic literacy. The Foreign Policy Association has information on world trade and employment. The World Bank publishes economic statistics for 125 countries, as well as detailed case studies of Kenya and Mexico. The World Bank also has a multimedia kit on economic development and a series of poster kits. Both the Social Science Education Consortium and the Joint Council on Economic Education offer circular guides and teaching resources in global economics. The National Council for the Social Studies offers "The World Economy: An Overview" and The World Economy and the Multinational Corporation.

For geography, The Association of American Geographers and the National Council for Geographic Education have jointly prepared guidelines for the study of geography. The National Geographic Society provides map posters illustrating these guidelines and provides ideas, suggestions, and recommendations relating to improving and expanding geographic education. Geographic knowledge is important in dealing with many of today's major problems--nuclear

arms buildups, inequitable distribution of economic resources, the resettlement of refugees, and terrorism. Tye quotes Alan Backler (see Backler and Stoltman, 1988, p. 4), a widely respected geographic educator as stating,

> "Global geography provides young people with perspectives, information, concepts and skills essential to understanding themselves, their relationship to the earth, and their interdependence with other peoples of the world...reinforces and extends the processes of critical thinking and problem solving that are applicable to all parts of the curriculum. Backler cites five goals of instruction in global geography as helping students achieve the following:
>
> (1) Understand that absolute and relative location are significant aspects of every natural and cultural feature on earth...Knowing the absolute location of Afghanistan and its location relative to that of the Islamic minorities in the U.S.S.R. can help students understand recent events in that country.
>
> (2) Be able to determine the significance of places in terms of their natural and human characteristics and determine how the meaning of places changes over time.
>
> (3) Be aware of different ways in which people inhabit, modify, and adapt culturally to natural environments.
>
> (4) Examine how places are interdependent and the implications of that interdependence.
>
> (5) Learn to use the concept of region as a tool...Students will be able to use the concept of region to identify areas of the world where firewood is a major energy

> resource...and describe and evaluate the human and environmental features found in these parts of the world" (Tye, 1991, p. 79).

Interdisciplinary courses and materials are needed to foster improved understanding of key issues such as food energy, pollution, defense and security, resource use, and human rights. Issues to be developed should follow certain guidelines. Tye refers to suggestions developed by Woyach and Remy in selecting issues:

> "(1) The issue should be of worldwide, not merely a U. S. concern.
>
> (2) The issue should involve problems that require action by more than one nation. The opportunity to examine the basis of international conflict and cooperation should be paramount in this regard.
>
> (3) The issue should enable students to gain a historical perspective on not only the issue but in the development of the international system.
>
> (4) The issue should also make apparent basic characteristics of the international system (Woyach and Remy, 1988, pp. 171-177)" (Tye, 1991, p. 80).

The states of Wisconsin, New York, Illinois, and California have established guidelines for such coursework. Also American History and National Security (1987), published by the Mershon Center, Ohio State University, is available.

In Global Education: School-Based Strategies, Tye discusses ten global education programs at ten different schools. Some schools had access to a regional global education center. The commitment and creativity of the global studies teams was inspiring. In Seattle, Washington, the growth rate in classes was very impressive.

GLOBAL STUDIES PROGRAM ENROLLMENT
(One section represents approximately 30 students)

Course	Grade	85-86	86-87	87-88
World History	10	2 sections	6 sections	6 sections
World Literature	10	2 sections	4 section	5 sections
Global Ecology	11		1 section	2 sections
Asian Art	11		1 section	1 section
Global Studies Seminar	12			1 section
Approximate number of students:		120	360	450

(Tye, 1990, p. 29).

Here, emphasis is given to independent research projects and to seminar-style interaction of students. Tye states that,

> "Students are actively involved in a problem-solving approach to global issues and the teacher continually challenges them to practice higher-level thinking skills" (Tye, 1990, p. 38).

National assessment studies have indicated that children are most open to learning about other peoples and cultures between the ages of seven and twelve--before the onset of puberty, when ethnocentrism and stereotypical thinking tend to set in. At the Joshua Eaton Elementary School in Reading Massachusetts, a grant from the Danforth Foundation provided for teacher development workshops, minigrants to teachers to develop curriculum for their schools, and a special program for principals undertaken in collaboration with the Principal's Center at the Harvard Graduate School of Education. Games and toys from around the world were used to aid in global understanding. At another Reading School District elementary school, a geography center was set up in the school library. One teacher stated,

> "Our objective is global peace. At a young age our students have become aware of children in other parts of the globe; of the similarities of their play and their hopes and dreams. This common understanding and hope for the future promotes perspective taking and an interest in the cultures of others" (Tye, 1990, p. 50).

In Orange County, California, the Center for Human Interdependence (CHI) of Chapman College has provided a variety of resources and services: a comprehensive

curriculum library, workshops and conferences on various international issues, mini-grants for the development of global lessons, and quarterly newsletters, to name just a few.

At the Northeast Magnet School in New Jersey, a team of Northeast teachers, parents, and administrators joined with consultants from two groups: Global Education, Inc., a New Jersey-based educational consultant group; and the Experiment in International Living, a Vermont program specializing in international education. This team worked to develop a set of themes to guide the school in its program development. The themes developed were: cooperation; multicultural tolerance and appreciation; development of a global view, particularly as that relates to conservation and ecology; and foreign language proficiency. The planners wanted students to better grasp the importance of cultural and global awareness, while creatively and peacefully solving problems and resolving conflicts. In addition, a partial-immersion foreign language experience was developed.

In summary, most of the task of globalizing the curriculum came as a response to a request to do so and a promise of resources from an outside agency. Another reason was merely to use the globalization as a vehicle for making other curriculum changes.

Participation on the part of teachers was influenced by (1) initial expectations for membership, (2) level of administrative support, (3) amount and kinds of resources available, and 4) culture of the school. The expectation should be made for all or most of the faculty to join. Administrative support is also crucial. Almost all of the schools discussed here had extra resources available to them in the form of grants, staff development, release time, consultants, and materials. The approach was interdisciplinary and designed for all ability levels of students. Networking among the staff and among other resource agencies was shown to be a powerful change strategy.

In some schools, community and/or parent advisory groups helped to legitimatize programs. All schools were careful to explain their programs to the public. Tye states that,

> "What proponents of global education must do, as many of the people in these schools did, is to

> be proactive about the movement: create a rationale, enlist community support, continually explain what is being done, engage people in discussions about world conditions and what these mean for them and their children, cite societal leaders who advocate the movement, and point out accomplishments" (Tye, 1990, p. 138).

As to structure, sanction and support from those in leadership positions and from the superordinate system was important. Also the programs showed the importance of teachers exercising their professional roles and administrators making this possible. Furthermore, in-service opportunities were provided. It should be noted that teaching skills that break away from the textbook are preferred. Tye cites,

> "Global education lends itself well to such teaching-learning strategies as community surveys, simulation, cooperative learning, construction, cooking, and artistic performance" (Tye, 1990, p. 139).

Rather than an "add on" to the curriculum, global education works best when a different perspective is given to what is already being taught.

The global education programs discussed in Tye's book reinvigorated quality teachers, renewed the schools involved, fostered community involvement, and helped to prepare global leaders for the 21st century.

Cooperative learning is also an important aspect of

global education. Global education can be thought of as a social movement where there is a need to develop a citizenry educated in the newer realities of our world. Tye states that,

> "The trend toward an information-based, high-technology, interdependent, rapidly changing economy supports the need for teaching high-level thinking skills, as well as the communication and social skills necessary for participation in the increasingly interdependent world. Racial, linguistic, economic, and social diversity calls for teaching methods that accomodate heterogeneity in proficiency levels and cultural backgrounds" (Tye, 1991, p. 81).

Collaboration skills and teamwork skills should also be stressed in global education courses. Interpersonal skills will be exceedingly important to communicate and compete in the global marketplace. Tye supports this by stating,

> "It may seem contradictory, but our hopes to become more competitive in an increasingly interdependent world may well require more emphasis on cooperation" (Tye, 1991, p. 89).

An excellent source for teaching communication skills at the elementary level and higher is entitled Learning The Skills of Peacemaking: An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict by Naomi Drew. This source teaches the Win/Win Guidelines: Showcasing

Conflict Resolution Skills. It also discusses The Skills of Peacemaking in three stages: Stage I = Peace Begins With Me, Stage II = Integrating Peacemaking Into Our Lives, and Stage III: Exploring Our Roots and Interconnectedness. Through a series of brainstorming activities, small groups, and class discussions, the students are led from themselves to their community, to their state, to their nation, to themselves as a global citizen. Some of the ending lessons are: Finding Solutions to World Conflict, Introducing Role Reversals in Global Conflict, Murals: Envisioning a World at Peace, Designing a World Flag, and Commitments for the Future.

Tye states that,

> "...you cannot really develop a profound self-knowledge without an understanding of others, especially their point of view toward you...The needs of a new era dictate a closer relationship. Therefore, we really have no choice but to cooperate, to learn more about each other--and to learn more about ourselves in the process. Global reality has created this opportunity" (Tye, 1991, p. 115).

One of the criteria for a successful global education program is to have community support. People in the community who have a global perspective should be contacted and involved in the program. Public

relations should be considered a long-term project. With the enthusiastic support of teachers' leadership and membership, a program which will gain community support needs to be started and sustained.

> It is necessary to see your public with a well-conceived, well-presented story and then continue to sell them periodically by merchandising your accomplishments to the group (Proctor and Gamble, 1990, p. 3).

Specific projects that could be used to promote global education:

(1) A variety show could be put on for the public, using skits, dances, songs, and art work to show the culture, dance, music, and art of various parts of our world.

(2) Monthly travelogues on various countries could be offerred each month.

(3) An International Dinner could be sponsored by the school, inviting the public to attend for a nominal fee.

(4) A newsletter could be sent to parents monthly, telling of the global education activities and projects at the school.

(5) A debate team could debate various international, ecological, political, and economical issues and invite the public.

(6) Community speakers who are involved in global business could be invited to speak to the student body.

(7) A "Your Community in the World" project could be initiated to attempt to find in what ways your particular community and

> jobs are interdependent with the world. The students could begin by looking at the labels on their clothes and other personal possessions. Toy boxes, kitchen cabinets, and other areas of the home could be searched. They could bring their lists, with identified countries into the classroom and map their links on a large outline map of the world.

Tye states that,

"Engaging the community in global education programs provides access to an ever growing pool of globally connected people and institutions...The community members directly involved may develop a better understanding of what has been termed "the global imperative" of education; but few others will reach such an understanding--unless involvement is consciously pursued as an explicit educational policy supported by the administration" (Tye, 1991, p. 139).

CHAPTER THREE

SECONDARY CURRICULUM

ANATOMY

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on the human anatomy. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Have debates.

(3) Have panel discussions.

(4) Take field trip to a dissection lab at a medical school.

(5) Take field trips to museums that show the evolution of homosapiens.

(6) Have students chart their family tree and ethnic heritage.

Topics to be studied and discussed:
Respiratory systems of people who live at various altitudes
Size and height of peoples related to genetics and nutrition
Diseases and cures found in various parts of the world

ART

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on art. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR Tapes on art and art museums throughout the world.

(3) Take field trips to various art museums.

(4) Take field trips to various countries.

(5) Take field trips to see the performing arts (ie. opera).

(6) Visit different colleges with different nationalities and talk to the foreign students.

(7) Perform on-hands experience with different customs, pottery, ceramics, and jewelry.

(8) Teach about different artists--their paintings, styles, and colors--by use of VCR tapes, movies, filmstrips, and handouts.

BAND

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on instrumental music. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, records, CDs, and cassette tapes on various international performing groups.

(3) Take field trips to the symphony, opera, and rock concerts.

(4) Take field trips to various countries.

(5) Take field trips to various universities to talk with the foreign students, and hear music from their various countries.

(6) Study the history and development of various ethnic music.

(7) Study about different musicians and composers--their lives, their education, and the development of their musical style.

(8) Learn to play various selections of music from various parts of the world.

(9) Present a musical medley of music from various parts of the world.

(10) Work with the chorus department, and present a variety show of various musical styles.

BIOLOGY

(1) Check Resource and Reference Lists for available information and articles on topics that concern ecology or environmentalism, scientific discoveries, technological developments, and health advances and vaccines. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Have debates.

(3) Have panel discussions.

(4) Conduct various experiments on ecology, pollution, evolution (ie. coral reefs).

(5) Take field trips to museums, national parks, laboratories at various industries, college laboratories, zoos, and nature trails.

(6) Use two aquariums and set up a controlled and uncontrolled environment to study ocean waves, acid rain, pollution, etc.

Topics to be studied and discussed:
Nuclear Weapons
Ocean dumping of sludge, etc.
Water crisis
Where algae fit into the world
Mosses
Ferns
Roots
Stems
Leaves
Fishes
Reptiles
Birds
Mammals
Food and nuitrition
Respiratory system--how it is affected at different altitudes (ie. the Bolivian highlands develop larger lungs)
Circulatory system--how the level of cholesterol varies in different cultures and countries
Drugs, alcohol, tobacco
Metric system
Problem solving
- Genetics problems
- Classifying common objects
- Food poisoning
- Reading a food label
- Analyzing predator-prey population models
- How do we map human genes
- Designer genes that create better plants
- Diseases and cures
- Acid rain

Careers in Biology
- Wastewater-treatment, plant operator
- Park rangers
- Virologist
- Plant breeder
- Microbiologist
- Museum curator
- Taxonomist
- Archeaologist
- Farmer
- Landscape architect
- Plant pathologist
- Reptile farmer

BOTANY

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on botany. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts to study plant life from around the world.

(3) Study different growing seasons and growth rates--different terrains and various plants.

(4) Take field trips to Florida, the Bahamas, and other parts of the world.

(5) Take field trips to museums.

(6) Conduct class discussions.

(7) Have panel discussions.

(8) Have debates.

Topics to be studied and discussed:
Taxonomy and evolution
Adaptive radiation
Evolution of plants

CHEMISTRY

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on chemistry. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts to study the topic of chemistry (ie. How matter is put together, how atoms combine to form molecules, how the molecules combine to make up the many kinds of matter around us).

(3) Take field trips to museums.

(4) Take field trips to college laboratories.

(5) Take field trips to business laboratories.

(6) Conduct class discussions.

(7) Have panel discussions.

(8) Perform experiments

Topics to be studied and discussed:
Chemical technology--what's happening all over the world?
Problem solving in chemistry
Pharmacy
Firefighting
Nutrition
Mining the riches of the atmosphere (ie. How nitrogen can be developed to help increase food production).
Soil chemistry for farmers
Swimming pool chemistry
Improving the oxygen
Matter, change, and energy
Scientific measurement
Atomic structure
Chemical names and formulas
Chemical quantities
Chemical reactions
Stoichiometry
The states of matter
The behavior of gases
Electrons in atoms
The chemistry of lighting
Chemical periodicity
Technical writing--communicating clearly
Ionic bonds
Curing salts
Alloys
Covalent bonds
Using the power of reason
Water and aqueous systems
Hard/soft water
Properties of solutions
nuitrition
Reaction rates and equilibrium
Acids and bases
Etching in art and industry
Neutralization and salts
Oxidation-reduction reactions
corrosion
Electrochemistry
Electroplating
The chemistry of metals
The chemistry of non-metals
Nuclear chemistry

Hydrocarbon compounds
  Coal mining
Functional groups and organic reactions--enzymes

CHORUS

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on vocal music. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, CDs, records, and cassette tapes on various international performing groups.

(3) Take field trips to the opera, ethnic, and rock group performances.

(4) Take field trips to various countries to visit, study, and perform.

(5) Take field trips to various universities to talk with the foreign students, and to hear various vocal presentations.

(6) Study history and development of various ethnic music.

(7) Study about different vocal artists--their lives, their education, and the development of their musical style.

(8) Learn to sing various selections of music from various parts of the world.

(9) Present a musical medley of music from various parts of the world.

(10) Work with the instrumental music department and present a variety show of various musical styles.

COMPUTERS

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on computers. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Study about networking and modems--networking systems used throughout the world.

(3) Study about international communications (ie. What does the rest of the world think of us based upon our computer games, technology, etc.).

(4) Use hands-on experience with games and programs used elsewhere in the world. Look at some foreign language models also.

(5) Visit the computer set-up of a multinational corporation.

Topics to be studied, discussed, and applied:
Keyboard
Programs (ie. how to program and how to use various ones already developed).

Wordprocessing
Graphics
Windows
Games (ie. Also ones in foreign languages the students have studied).

CURRENT EVENTS

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on current events. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, newspapers, and handouts that discuss current events throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on controversial topics.

(7) Take field trips to newspaper, radio, and TV operations.

(8) Perform mock radio and TV broadcasts on various current events.

(9) Write newspaper articles on current events of their own.

EARTH SCIENCE

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on earth science. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss earth science topics throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on controversial topics.

(7) Take field trips to museums, archeological sights, and tourist sights.

(8) Take field trips to lakes, rivers, and oceans.

(9) Conduct experiments.

Topics to be studied and discussed:
Earthquakes
Geology
Archeology
Mineralology
Weather
Oceanography

ECONOMICS

(1) Check Resource and Reference lists for available information and articles on topics that concern subjects relating to economics. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss economic topics throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on the interrelatedness of economics.

(7) Learn how the stock market works by reading the Wall Street Journal and making fictitious investments throughout the year. Keep a chart on these investments.

(8) Take field trips to the New York Stock Exchange and/or brokerage firms.

(9) Have brokers come as guest speakers.

(10) Visit the financial department of a multinational corporation.

(11) Have CEO's from multinational corporations as guest speakers.

(12) Subscribe to various economic magazines (ie. The Economist and Fortune Magazine), and have students do extra credit reports and projects.

(13) Map statewide corporations and their connections overseas.

Topics to be studied and discussed:
Information society
Enterprising Americans
Pacific Rim
Europe 1992
FTA for North America
Population and poverty
Supply and demand
Comparative advantage
Distribution of income
Unemployment
Debt crisis in various countries...How it affects us, world bank, etc.
Political economy
Interdependence of economics
International economic relations
International finance
International trade (ie. New York study on bicycles, clothes, processed foods, home computers, cars, etc.)
Protectionism
Transnational corporations/multinational
Local/global connections

US AID
World monetary system
Imports/exports
Hunger
Careers in the future
Recession/inflation/national budget

ENGLISH/LANGUAGE ARTS
INTEGRATED MODEL

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects that relate to the study of literature and language arts. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that represent the world's literature and culture.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Perform skits about different characters in literature, as well as the authors.

(7) Organize debates where students portray themselves as different authors.

(8) Have soirees--where authors and/or characters discuss the events of their day in character.

(9) Use computer programs on the Books of the World.

(10) Organize a Drama Club and perform a play each semester.

(11) Take field trips to various festivals (ie. Shakespeare Festival and Renaissance Festival).

(12) Take field trips to see various ethnic plays.

(13) Read selections from various parts of the world and various times in history.

Topics/books to be studied and discussed:
The Flame Trees of Thika (Kenya, Africa)
The White Pumpkin (Uganda, Africa)
The City of Joy (Calcutta, India)
The Old Man and The Sea
Mythology
Michener's books: Hawaii, Iberia
The Odyssey
Chaucer
Scarlett
Gone With The Wind
Julius Caesar
The Pearl (Mexico)
Haiku Poetry
Kabuki Theater (Japan)
Shakespeare (England)
Tale of Two Cities (London, Paris)
Beowolf
The North (Guatemala)

EXTRA CURRICULAR
NORTH ADAMS HIGH SCHOOL FLAG CORPS

Homecoming Program 1991: Costume=Latin dresses, made by the girls
Music=La Brava
Flag Routine=Used Latin, Spanish steps

FOREIGN LANGUAGE
INTEGRATED MODEL

(1) Check Resource and Reference Lists for available information and articles on the culture, art, music, food, geography, history, and economics of countries which speak the target language. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Do cooking projects in the Home Ec Foods Lab.

(3) Arrange for an International Dinner--at school or at an ethnic restaurant.

(4) Attend plays.

(5) Perform skits and plays in the target language, complete with costumes, music, and dances.

(6) Watch filmstrips, VCR tapes.

(7) Learn Songs.

(8) Celebrate holidays.

(9) Make cards in the target language for birthdays, Christmas, New Years, and other major holidays.

(10) Draw maps of various countries, with states (or provinces), major cities, and major rivers.

(11) Plan pretend trips to major areas of interest.

(12) Read significant short stories and literature in the target language.

(13) Visit a foreign firm--or a US firm with foreign connections, and learn about international trade.

(14) Host foreign students and have foreign speakers.

(15) Host Americans with overseas experience as speakers.

(16) Tape and listen to TV and radio programs in the target language.

(17) Do panel discussions in the target language on various topics.

(18) Write compositions in the target language.

GOVERNMENT

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on government--US as well as other governments throughout the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss governmental topics throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on the interrelatedness of governments of the world--politics and foreign policy.

(7) Take field trips to local, state, national, and international government agencies.

(8) Have various government officials come as guest speakers.

(9) Have a lobbyist come as a guest speaker and explain the system.

(10) Attend city council meetings.

(11) Conduct a mock campaign for President--complete with campaign manager, candidate, treasurer, publicity manager, speech writer, and other committee members.

Topics to be studied and discussed:
Economics
Presidency
Other government systems (ie. British)
International political relations
US foreign policy
Military questions
Disarmament
National security
Peace
Government agencies
Embassies
An international scope--how global politics are intertwined

HEALTH

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on health topics in the US and around the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss health topics throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on the interrelatedness of health topics around the world (ie. aids, cholera, cancer, etc.)

(7) Take field trips to various places--health departments, hospitals, doctors' offices, health

fairs, and university nursing and medical departments.

(8) Have various people in the health fields come as guest speakers.

(9) Organize a health fair for the community.

(10) Establish a Health Club for the school--where students are encouraged to plan their own nutrition program, exercise program, and immunization program.

(11) Establish a Yoga and Meditation Club for the school.

(12) Allow the students to be certified in CPR.

(13) Sponsor a child through the Christian Children's Fund.

Topics to be studied and discussed:
Nutrition and food groups
Sex education
Dating styles around the world
Sex discrimination
Social ethics around the world
Exercise
Politics and food
World hunger
Infant foods around the world
Sanitation around the world
Family planning around the world
Population policies around the world
Population and poverty
Refugees
Comparing the US to other countries in the following specific ways:
Leading causes of death

Lifestyles and the effect on the health of the individual
Mortality rate
Living conditions and the effect on health
Birth rate
Eating habits and their connection to illness
Health care (ie. availability, cost, and quality)
Occurance of disease

HISTORY--AMERICAN

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on American history and how it has been influenced by events and policies from around the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss American historical topics and how they have been influenced by other world events, attitudes, and policies.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics (ie. how history affects our foreign policy).

(5) Have panel discussions.

(6) Organize debates on the interrelatedness of American history with the rest of the world.

(7) Take field trips to museums and tourist sights--local, state, and national.

(8) Have historians and people involved in international relations come as guest speakers.

(9) Sponsor community travelogues of various historical sights throughout the US--and discuss how other countries have influenced these places (ie. Mount Vernon, Mary Todd Lincoln home, etc.).

(10) Visit universities to talk to professors about historical topics, foreign policy, and foreign relations.

Topics to be studied and discussed:
Indians, eskimos, immigrants
How government was established, states rights, etc.
From where did our ideas come (ie. Britain, France, etc.)
Comparisons with events in other countries at the same time
Comparisons with events in other countries of like consequences
How conquerors study other wars and leaders:
  Alexander the Great
  Napoleon
  Stonewall Jackson
  Lee
  Grant
  Hitler
  Modern day generals

HISTORY--WORLD

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on world history and how world events are interrelated. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the history of the world--past and current.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on the interrelatedness of world history and foreign policy.

(7) Take field trips to museums and tourist sights--national and abroad.

(8) Have historians and people involved in international relations come as guest speakers.

(9) Sponsor community travelogues of various historical sights throughout the world--and discuss these after the movies.

(10) Visit universities to talk to professors about historical topics, foreign policies, and international relations.

(11) Write a major term paper each semester, on a topic of the student's choice--screened by the teacher.

(12) Perform skits about historical characters and world events.

(13) Require students to watch 20/20 and CNN, and write a weekly report.

Topics to be studied and discussed:
The entire world--not neglecting Asia, Latin America, and Africa
Discussion of The Pacific Rim, Europe 1992, and The North American FTA
Refugees
Immigration of ethnic groups
Impact of a diverse America
Drugs--and their influence on history

HOME ECONOMICS

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects that are related to international home economics. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the various home economics topics on an international level.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Organize debates on the international interrelatedness of home economics topics.

(7) Take field trips to museums, day care centers, fabric shops, fashion shows, department stores, restaurants, and interior decorating shops locally and abroad.

(8) Have interior decorators, day-care center operators, department store buyers, restaurant managers, and psychologists come as guest speakers.

(9) Have students operate a day-care center for a week--with various ethnic groups represented.

(10) Design and make ethnic costumes for flag corps, foreign language skits, history skits, etc.

(11) Learn to prepare foods from all over the world.

(12) Host an international dinner for the community--sell tickets. Have waitresses and waiters dressed in ethnic wardrobe. Use various table-setting patterns and utensils.

(13) Study wedding practices of various cultures. Groups of 6 students should choose a country and perform a mock wedding for their classmates. Have a discussion afterwards.

Topics to be studied and discussed:
Foods
Sewing
Fashion
Fabrics
Table settings
Family life
Child development
Child care
Holidays
Entertaining styles
Decorating techniques
Dating styles

INDUSTRIAL TECHNOLOGY

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects that are related to international industrial technology. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the various industrial technology topics on an international level.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions on the international interrelatedness of industrial technology--each person on the panel would pretend to be from a different country. A lot of research would have to be done prior to the panel discussion.

(6) Take field trips to museums and manufacturing shops.

(7) Have various technicians--national and international--come as guest speakers.

(8) Have students design a mock shop as it would be here and/or abroad, dealing with plastics, metals, woods, etc.

(9) Learn to use computer programs in the design of various projects.

(10) Design and make wooden crafts and toys representative of the entire world.

(11) Host an International Craft and Toy Fair for the community.

(12) Study architectural designs from around the world.

(13) Make model international villages for display to the community.

(14) Study furniture designs from around the world.

(15) Make international furniture (ie. Danish) in which students are interested.

(16) Study jewelry designs from around the world, make it, and operate a jewelry store for the community--use the proceeds for future projects.

Topics to be studied and discussed:
Computer design
Woods
Plastics
Metals
Architecture

MATH
INTEGRATED GLOBAL PROGRAM

(1) Check Resource and Reference Lists for available information and articles on topics that concern mathematical concepts (ie. architecture, bargains, time management, engineering, technical work, electrical, space allocations, drafting, house design, and outer space). Articles chosen need to show the interrelatedness of math subjects with the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures and then giving their reaction or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper. Perceptual thinking and problem solving skills should be used in forming opinions. Students need to know how to communicate mathematics. All three levels of math--knowledge (rote), comprehensive (use), and problem solving should be emphasized.

(2) A notebook should be kept to teach organizational skills.

(3) Various international mathematicians should be discussed as well as their contributions to society.

(4) Students could study house designs from around the world and then draw a house blueprint incorporating different styles.

(5) Students could draft different designs--using various art designs (ie. ceramic tiles) from around the world. Circles, triangles, latitude, degrees, and many other math concepts are used all over the world.

(6) Students could be taught to do various projects using the metric system.

(7) Please refer to the Integrated Math Program developed for the State of Ohio which is referred to in the Reference Section.

PERSONAL FINANCE

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects that are related to international personal finance--how people take care of their business, exchange rates, etc. Have students read articles and write reaction papers on these articles--by stating certain facts and figures and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the various personal finance systems and tools available.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Study and have hands-on experience with various computer programs available on finance and budget.

(6) Study about investments and the stock market. Make fictitious investments throughout the year. Keep a chart on these investments.

(7) Take field trips to the New York Stock Exchange and/or brokerage firms.

(8) Have brokers, bankers, loan officers, real estate agents, and college loan officers come as guest speakers.

(9) Have students prepare a personal budget, complete with a savings account and investment monies.

(10) Compare statistics of income averages worldwide and cost of living figures. Have students prepare a personal budget as a person from France, Mexico, Kenya, Malaysia--or a country of their choice.

Topics to be studied and discussed:
Budgets
Investments/stock market
Loans--various types
Real estate
Scholarships/grants/fellowships

PHYSICAL EDUCATION

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects that are related to physical sports throughout the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the various ethnic sports and rules throughout the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have hands-on experience with various computer games--tennis, football, soccer, polo, jai alai, etc.

(6) Actually play games from our country and others. Learn US ethnic games as well (ie. Double Dutch jump rope).

(7) Take field trips to see various games played.

(8) Have coaches and players of various sports come as guest speakers--have a multicultural representation.

(9) Have students keep statistics on various sports and teams--chart in the classroom.

(10) Have students write a major term paper on a foreign sport--rules, teams, safety precautions, statistics, etc.

(11) Learn and perform dances from various countries.

(12) Discuss the origins of US sports--many are from other countries.

PHYSICS

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on physics around the world--the study of the nature of basic things. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the topics of physics worldwide.

(3) Fill out worksheets and question/answer sheets on the various topics discussed.

(4) Conduct class discussions on various topics concerning physics.

(5) Have hands-on experience with various computer programs that deal with the study of physics.

(6) Take field trips to museums, various industries, and college laboratories.

(7) Have a physicist from a multinational corporation come as a guest speaker.

(8) Have panel discussions on various topics concerning physics.

(9) Conduct hands-on experiments.

Topics to be studied and discussed:
Mathematics=the language of science
The scientific method
The scientific attitude
Science and technology
Mechanics of physics
  Motion
  Vectors
  Momentum
  Energy
  Center of gravity
  Universal gravitation--moon, stars, earth
  Gravitational interactions--ocean tides, tides in the earth, and atmosphere
  Satellite motion
  Circular motion
  Rotational mechanics
  Special relativity--space and time travel
Properties of Matter
  The atomic nature of matter
  Solids
  Liquids
  Gases
Heat
  Temperature and heat
  Thermal expansion
  Transmission of heat
  Change of state
Sound and light
  Vibrations and waves
  Sound
  Light--speed of light
  Color
  Reflection and refraction
  Lenses
  Diffraction and interference

Electricity and magnetism
- Electrostatics
- Electric fields and potential
- Electric current
- Electric circuits
- Magnetism
- Electromagnetic induction

Atomic and nuclear physics
- The atom and the quantum
- The atomic nucleus and radioactivity
- Nuclear fission and fusion

READING

(1) Check Resource and Reference Lists for available information and articles on various topics from around the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that represent the world's literature and culture.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Perform skits.

(7) Organize debates where students portray themselves as different authors.

(8) Have soirees--where authors and/or characters discuss the events of their day in character.

(9) Use computer programs on the Books of the World.

(10) Organize a Drama Club with the English classes and perform a play each semester.

(11) Take field trips to various festivals (ie. Shakespeare Festival and Renaissance Festival).

(12) Take field trips to see various ethnic plays.

(13) Read selections from various parts of the world and various times in history.

(14) Keep a journal on daily happenings, thoughts, dreams, and plans.

Topics and material to be studied and discussed:
Newsweek
Books
Articles and reports over readings
Scholastic magazine
Newspapers
Journalism

SOCIOLOGY

(1) Check Resource and Reference Lists for available information and articles that deal with sociology on an international level. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that deal with sociology.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Perform skits on different lifestyles and family styles.

(7) Organize debates on controversial international subjects (ie. human rights).

(8) Take field trips to a criminal trial, a prison, a museum, a traffic court, a geneology resource

room, a mental hospital, a city council meeting, a school board meeting, a state capitol (ie. Columbus, Ohio), UNESCO, the UN, and foreign embassies.

(9) Have a local, state, and national politician come as a guest speaker.

(10) Have foreign exchange students come as guest speakers.

(11) Visit a university campus and talk to foreign students as well as to US ethnic students (ie, blacks, indians, eskimos, etc.).

Topics to be studied and discussed:
Social responsibility
Life styles
Family styles
Human rights, violations, etc.
Peace and negotiations
Population
Impact of worldwide cultures on our own society and concerns
Technology--impact on international communications
Research family background=geneology

VOCATIONAL AGRICULTURE

(1) Check Resource and Reference Lists for available information and articles on topics that concern vocational agriculture throughout the world. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the topics of vocational agriculture worldwide.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics concerning vocational agriculture.

(5) Have hands-on experience with various computer programs that deal with the study of vocational agriculture.

(6) Take field trips to museums, nurseries, landscape firms, orchards, farms, irrigation fields, and fertilizer plants.

(7) Have guest speakers on various horticultural subjects.

(8) Plan and do a landscape project for the community.

Topics to be studied and discussed:
Irrigation
Farm management
Crops-fertilization
Crop rotation
Animal husbandry and breeding
Pesticides
Regenerative agriculture

WORLD GEOGRAPHY

(1) Check Resource and Reference Lists for available information and articles on topics that concern subjects on world geography, topography, and climate. Have students read articles and write reaction papers on these articles--by stating certain facts and figures, and then giving their reaction and/or opinions about the material presented. A class discussion is advised--after the students have read the article and before they write the reaction paper.

(2) Use VCR tapes, filmstrips, and handouts that discuss the geography of the world.

(3) Fill out worksheets and question/answer sheets on various topics discussed.

(4) Conduct class discussions on various topics.

(5) Have panel discussions.

(6) Take field trips to museums, libraries, and tourist sights--national and abroad.

(7) Have geography experts and professors come as guest speakers.

(8) Study world systems--mountains, rivers, lakes, desserts.

(9) Write a major term paper each semester on one of the world's systems.

(10) Have students pick a continent of their choice and then draw a detailed map showing mountains, grasslands, rivers, lakes, oceans, raw materials, countries, cities, etc.

(11) Study and discuss how geography, history, and travel are interrelated.

(12) Have students study connections and write a major term paper on one of the following topics: My Family and The World, My Town or City and The World, My State and The World.

(13) Study various world environments and discuss how they could be improved.

(14) Study how geography and culture determines how crops are raised, various agricultural procedures, and the politics involved (ie. how people interact to survive).

CHAPTER FOUR

CONCLUSIONS OF THE STUDY

AND

RECOMMENDATIONS

CONCLUSIONS OF THE STUDY AND RECOMMENDATIONS

Conclusions

(1) Twenty-five Teacher's Questionnaires were distributed to the Staff of North Adams High School. Thirty per cent response was received.

(2) Five State Department's of Education were contacted. The only published literature available was from the New York State Department of Education, which sent literature on their social studies curriculum.

(3) Ten state universities were contacted. Thirty-three per cent response was gathered. Ohio State University sent literature on what research they have done on global education and its curriculum. Various schools which offer an international curriculum sent course listings.

(4) Forty letters were sent to other individuals who are involved in global education. Fifty per cent response was received.

(5) Approximately 100 students at North Adams High School participated in the brainstorming activities.

(6) Four publishing houses were contacted that had literature available on Global Education. Materials from The American Forum for Global Education were used extensively.

(7) The twenty-seven magazines and books listed in the Resource List were purchased and read by the researcher. The magazines were reviewed over a three-year period of time.

(8) All of the above research, the information in the Related Literature, and the ideas of the researcher were used to develop the Secondary Curriculum Guide.

Recommendations

(1) A global education program should be introduced to school systems throughout the United States of America.

(2) Regional global education resource centers should be established.

(3) School-university partnerships should be established to help train teachers.

(4) A Public Relations Program should involve the community as participants.

(5) Fellowships and grants should continue to be offerred to teachers.

(6) In-service departmental training programs should be offerred to teachers.

(7) In-service training programs should be offerred to administrators.

(8) Specific objectives should be set periodically to determine the direction of the program.

(9) Periodic evaluations should be done to determine the success of the program.

RESOURCE MAGAZINES AND BOOKS

RESOURCE LIST

MAGAZINES
Business Week
Computer Buyer's Guide
Europe
European Affairs
Foreign Policy
Home Office Computing
PC Magazine
The World and I
Travel and Leisure
US News and World Report
World Monitor

BOOKS
Assessment Alternative in Mathematics by Jean Kerr Stenmark
Assessing Development/Global Education Programs by The American Forum
Exploring the Third World ...Development in Africa, Asia, and Latin America by The American Forum, Inc.
How to Evaluate Progress in Problem Solving by the National Council of Teachers of Mathematics
Impressionism by Realites
Internationalizing Your School...A Handbook and Resource Guide For Teachers, Administrators, Parents, and School Board Members by The National Council on Foreign Language and International Studies
Monet...Nature Into Art by John House
Next Steps in Global Education by The American Forum
New York and The World by Global Perspectives in Education, Inc.
People and Nations by Channing Bete Co., Inc.
Resources for Development Education by The American Forum for Global Education
Van Gogh by W. Uhde
The Economic Way of Thinking by Paul Heyne
The New Global Yellow Pages by The American Forum
The Prado Art Book by Santiago Alcolea Blanch
Who's Doing What by The National Clearinghouse on Development Education

APPENDIX A

QUESTIONNAIRE, INQUIRY LETTERS, AND RESOURCE CONTACTS

March 17, 1992

Dear Fellow Staff Member:

I am presently working on an Applied Project for my Ed. S. Degree at Morehead State University. My Applied Project is on designing a global education curriculum for a highschool.

Various definitions of global education are:

> To globalize American Education is to expand opportunities to learn about the world beyond the borders of the United States, and to learn about American society's relationship to and place in the larger world system...and helping American students to see things from the perspective of other peoples of the world.
>
> Global education involves learning about these problems and issues that cut across national boundaries, and about the interconnectedness of systems--ecological, cultural, economic, political, and technological. Global education involves perspective taking--seeing things through the eyes and minds of others--and it means the realization that while individuals and groups may view life differently, they also have common needs and wants.
>
> Global education also involves learning to understand and appreciate our neighbors with different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people may view life differently than we do, and yet that all the people of the world need and want much the same things.

Could you please list for me any ideas you use, or can think of, in order to introduce the global education idea into your class curriculum. Please be as specific as possible. Your assistance on this will be greatly appreciated.

Could you please return this paper to my mailbox by March 27. Thank you! Jonel

Class Ideas

Jonel Jones Yunker
R. R. 2 Box 345
Maysville, Kentucky 41056
April 22, 1992

Dear Sirs:

I am presently working on my Ed. S. Degree in Administration and Supervision at Morehead State University in Morehead, Kentucky. For my Applied Project, I am designing a global education curriculum for a secondary school.

I would appreciate it if you would be able to send me any free information you have available, any guidelines, as well as any publication lists you have. I am presently trying to build my library of resource materials and available information, so that I will be able to implement a global education program across the curriculum for an entire secondary school. Eventually, I would also like to develop a similar program at the elementary school level.

Thank you for your assistance.

Sincerely,

Jonel Jones Yunker

Jonel Jones Yunker
R. R. 2 Box 345
Maysville, Kentucky 41056
April 6, 1992

Phyllis E. Kane
International Education Consortium
6800 Wydown Boulevard
St. Louis, Missouri 63105

Ms. Kane:

I have recently joined the ASCD Global Education Network and have received your name and address as a fellow member.

I am presently working on my Ed. S. Degree at Morehead State University in Morehead, Kentucky. For my Applied Project, I am developing a Global Education Curriculum Guide for the secondary level.

Could you please send me any information which you may have developed which would aid me in my project.

I would certainly appreciate any help you would be able to give me, or any other resources to which you could refer me.

Thank you for any assistance you might be able to give me.

Sincerely,

Jonel Jones Yunker

Jonel Jones Yunker
R. R. 2 Box 345
Maysville, Kentucky 41056
April 22, 1992

Sirs:

I am presently trying to assemble information on the study of International Studies and the jobs available for a person who wishes to pursue this field of endeavor.

Would you please send me any free information you have available, any guidelines, as well as any publication lists you have.

I am presently trying to build my library resource materials and available information, so that I will be able to assist our students who are interested in pursuing such a career.

Please mail information to my home address above.

Thank you for your assistance.

Sincerely,

Jonel Jones Yunker
French and Spanish Teacher
North Adams High School
Seaman, Ohio 45679

ASCD GLOBAL EDUCATION NETWORK

Dr. Charles Cross
Mount Union College
1972 Clark Ave.
Alliance, Ohio 44601

Catherine Biggins
80 N. Moore Street
Suite 36 F
New York, NY 10013

Ron Byrnes
2585 S. Filmore St.
Denver, Co 80210

J. Carroll Smith
Oakland Intern Sch
3229 Williamson Rd NW
Roanoke, VA 24012

Bob Clarke
McCormick Hall
Bloomsburg, PA 17815

Wendy Fein
44 Arbor Rd.
New York, NY 11577

Mrs. A. Lew, Principal
Aldergrove Elem. Sch.
Dist. #35 22259 48th Ave
Langley, B. C. V3A 327

Barbara Cruz, Ed. D.
Coll. of Ed., U of SF
4202 E Fowler Ave 208B
Tampa, Florida 33620

Michael Redburn
Dir. of Curr. and Inst.
Andover Un Sch Dist #385
Box 248, Andover, Ks.
67002

Barbara Dwyer
Staff Dev., SMA-Rimis
800 Governors Highway
Flossmoor, Il 60422

Thom Determan
Dubuque Comm School
2300 Chaney Rd
Dubuque, Iowa 52001

Susan Steinkeler
Blake Middle Sch
88 E South St
Medfield, MA 02052

Chery Bement
195 Sandlewood Trl
Winter Park, FL 32785

I. A. Hiberman
Penns Valley Sch Dst
RR 2, Box 116
Spring Mill, PA 16875

John A. Buckley
Green Farms Academy
Green Farms, Conn 06436

Dean Zimmerman
New Glarus Sch Dist
PO Box 37
New Glarus, WI 53574

C. J. Wilson
Hood Memorial School
5 Hood Rd
Derry, NH 03038

Carolyn Haase
Eagle Valley HS
Box 188, 641 Valley Rd
Gypsum, Co 81637

Denise Fnazzo
Heller Research Lrn Ctr
Edinboro Univ of Penn
Edinboro, Penn 16444

Lynn Edwards, Prin
Mountain View HS
3901 W Linds Vista Bl
Tucson, Arizona 85741

Ann O'Brien
Lewis S. Mills H. S.
Lyon Road
Burlington, Conn. 06013

Diane Kerrigan
McKissik Museum
Univ. of S. C.
Columbia, SC 25208

Dr. J. Gary Stewart
Fort Campbell H. S.
Ft. Campbell, KY 42223

Carol Shilinsky, Prin.
Woodland St. Comm. Sch.
93 Woodland St.
Worcester, Mass 01610

Jonel Jones Yunker
R. R. 2 Box 345
Maysville, Kentucky
41056

Patricia Hazeldine
Cleveland Elem Sch
500 N Sherry
Norman, ID 73069

Bonnie Moothart
Washington HS
313 S 4th Ave
Washington IA 52353

Elaine Remhof
Perfection Learning Corp
10520 New York Ave
Des Moines, IA 50322

Douglas G. Shermer
Briggs Elem Sch
400 W Quarry
Maguoketa, IA 52060

Barbara Biagi
Pleasant Lea Elem Sch
700 SW Persele Rd
Lee's Summit, MO 64081

Danny Catt
Mountain View HK
3901 Linds Vista Blvd
Tucson, Arizona 85741

Marilyn McKnight
Forest Home Sch
5225 W Vliet St
Milwaukee, Wi 53208

Roger Milner
Mountain View HS
3901 W. Linda Vista Blvd
Tucson, Arizona 85741

Mary Hickey, Prin.
Grand Ave Middle Sch
2430 W Wisconsin Ave
Milwaukee, WI 53233

Ruth Cooper
Mountain View HS
3901 W Linda Vista Blvd
Tucson, Arizona 85741

Lois Osmer
Grand Ave Middle Sch
2430 W Wisconsin Ave
Milwaukee, WI 53233

Rose Marie Stark
Dutchess Co Bd of Coop Ed
Services Admin Blds
578 Salt Point Turnpike
Poughkeepsie, NY 12601

Laura Cooper
Concord Public Schs
Concord, MA

Richard Beall
804 N 3rd St
Fairfield, Iowa 52556

Pat Ruane
Brookline Pub Schs
333 Washington St
Brookline, MA 02164

E. Sternbery
RR Box 407
Shaftsbury, UT 05262

Judith Cleveerly
2025 N. Lake Dr.
Milwaukee, WI 53202

E. Hazel
3530 Kipling
Berkley, MI 48072

Dean Isaacson
Pres, WASCD
780 N 2nd St
Plattville, WI
53818

Ann Rubino
19631 S. Frontage Rd
Shorewood, Il 60435

Ron Lange
Elmbrook Sch Dist
13780 Hope Rd
Brookfield, WI 53005

Sharon Uhl
N Harrison Upper Elem
PO Box 7, SR64
Ramsey, IN 47166

Kenneth Tye
Dept of Ed
Chapman College
Orange, CA 92666

Fred B. Newton
Asst Super for Instr
Ft Campbell Sch
Texas Ave at 29th St
Ft Campbell, KY 42223

Bruce Connoly
697 S 5th Ave
W Bend, WI 53095
Hamburg, NY 14075

Sheryl Abshire, Prin
Westwood Elem Sch
1900 Westwood Rd
Westlake, Louisiana
70669

David Minich
Westlake HS
27830 Hilliard Blvd
Westlake, Ohio 44145

G. J. Karpinka
Ecole Our Lady of
Perpetual Help Sch
273 Fir St., Sherwood Pk
Alberta T8A 2G7

Martin S. Hardiman
Lower Canada College
4090 Royal Ave
Montreal, Que H4A 2M5

Susan Felker
9695 Newton
Westminster, CO 80030

Robert D. Lady
Bethel Scn Dst #52
4640 Barger Dr
Eugene, OR 97402

Jim Petrie, Dir
New Brunswich Teacher's
Assoc., PO Box 752
Fredericton,
New Brunswick
Canada E3B 5R6

Meade Hansen
WASCD Exec Sec
560 Hwy 42
Sturgeon Bay, WI 54235

Sherwood Williams
Ashwaubenon Sch Dst
1055 Griffith Lane
Green Bay, WI 54304

Greg Gibbs, Prin
Boston Valley Elem Sch
7476 Back Creek Rd
Hamburg, NY 14075

Jack Beschta
Dept of C & I
Milwaukee, WI 53201

Regina Rugolph
N BrunswickTwnshp HS
Raider Rd, RT 130 So
N Brunswick,NJ 08902

Susan Nicklas, Dir.
Dept of Field Services
ASCD, 1250 N Pitt St
Alexandria, VA 22314-1403

Susan Shucker
Brown School
Sergeant & Jasper St
Philadelphia, PA
19125

Agnes Crawford
Dept of Field Services
ASCD, 1250 N Pitt St
Alexandria, VA 22314-1403

Dr. Barry Kane
Lawrence Co Day Sch
Meadowview Ave
Hewlett, NY 11557

Fred Newton
Fort Campbell Schools
Texas Ave at 29th St
Ft. Campbell, KY 42223

Jay Harris
3552 Paris Blvd
Westerville, OH 43081

Corey Lock
College of Ed
UNC - Charlotte
Charlotte, NC 28223

Dale A. Schaefer, Prin
Ogden Ave School
501 W Ogden Ave
La Grange, IL 60525

Phyllis Kane
Interntnl Ed Consortium
6800 Wydown
St. Louis, MO 63105

John Elwell, Prin.
Hamilton-Wenham Reg HS
775 Bay Road
South Hamilton MA 01982

Terri McLamb, Jr.
Penn Dept of Ed
333 Market St
Harrisburg, PA 17126-0333

Mrs. Irma Macek
Golda Meir School
5225 W. Vliet St
Milwaukee, WI 53208

Shirley Pantini
Linn-Mar Schools
3333 N 10th St
Marion, IA 52302

Michael Barricklow
Rose Hill Public Sch
315 Rose Hill Rd
Rose Hill, KS 67133

Keith Stamp
620 W 6th St
Monticello, IA 52310

Betsy Frederick
Albuquerque Pub Schs
220 Monroe SE
Albuquerque, NM
87108

Barbara Robinson
Milwaukee Pub Schs
5225 W Vliet St
Milwaukee, WI 53208

Chrisy Hammer
101 Pleasant St
Concord NH 03301

Fran Trujillo, Prin
McClelland Cntr
415 E Albriendo Ave
Pueble, CO 81004

Cincy Ferguson
Wrld Aff Cncl of Phil
206 S 4th St
Philadelphia, PA

Angie Parker
4522 W Beryl
Glendale, AZ 85302

Jane A. Boston, Dir.
SPICE, Stanford Univ.
300 Lasuen St
Stanford, CA 94305-5013

Mrs. Karen Harris
Foreign Lang & Soc St
433 Vine Ave
Highland Park, IL 60035

Ms. Lee Howe
Junction Cty Sen H S
9th & Eisenhower
Junction CTY, KS 66441

Mrs. Mary Jane McKay
Governors' School
4100 W Grace St
Richmond, VA 23230

Nancy Barker
1445 N Perry Rd.
PO Box 115186
Carrollton, TX 75011

J. Carroll Smith, Prin
Oakland Intermed Sch
3229 Williamson Rd. NE
Roanoke, VA 24012

Robert G. McLure, Prin
Kootenay Reg Sch
RR 1 570 Johnston Rd
Nelson, BC Vil 5P4 Can

Ned Van Steenwyk
USAID/Honduras/HRD/P
Unit 2927
APO AA34022-3480

Dr. D. Davis
Edradour Sch, The Cottage
Edradour House, Pitlochry
Perthshire PH16 5JW

Mary Gale Smith
PO Box 303
Sorrento, BC
Canada, VOE 2WO

John Finnessy
Denison Comm Sch Dstr
819 N 16th St
Denison IA 51442

Nancy Blair
Cardinal Stritch College
6801 N Yates Rd
Milwaukee, WI 53217

Dan D. Danielson
Blake Sch, Northop Campus
511 Kenwood Pksy
Minneapolis, MN 55403

Michael J. Bednarz
29 Woodwind Dr.
Windsor Locks, Conn 06096

Phyllis E. Kane
Inter Ed Consortium
6800 Sydown Blvd
St Louis, MO 63105

Alice Berthelsen
301 Wilcrest, #6544
Houston, TX 77042

Jan Derpak
Saudi-SAIS, SA Airlines,
C C 100, PO Box 167
Jeddah 21231, Saudi Arabia

Bob Mitchell
Waukesha Co Tech Coll
Pewaukee, WI 53072

Bob Horton
Waterloo Co Ed Centre
51 Ardelt Ave, Box 68
Kitchener, Ontario N2G 3X5

Angie Parker
4522 W Beryl
Glendale, AZ 85302

George Synnott
Berlin HS
139 Patterson Way
Berlin, Conn 06037

Marynell Schlegel
Walker Elem Sch
1750 W Roller Coaster
Tucson, AZ 85704

Richard J. O'Hara
Univ Sch of Nashville
2000 Edgehill Ave
Nashville, TN 37212-2198

Louis El Heidrick
Calver Hall College
8102 La Salle Rd
Townson, MD 21204

Joel T. DiBartolomeo
Vare Middle School
24th & Snyder Ave
Philadelphia, PA 19145

Jonel Jones Yunker
R. R. 2 Box 345
Maysville, Kentucky 41056

Center For Peace And Conflict Studies
Wayne State University
5165 Gullen Mall, Room 100
Detroit, Michigan 48202

Center For International Studies
The University of North Carolina at Charlotte
Charlotte, North Carolina 28223

Center For International Education
California State University (Long Beach)
1250 Bellflower Boulevard
Long Beach, California 90840

Center For Public Education in International Affairs
University of Southern California
School of International Relations
VKC 328
Los Angeles, California 90089-0043

Center For Teaching International Relations
University of Denver
Graduate School of International Studies
Denver, Colorado 80208

Council on International and Public Affairs
777 United Nations Plaza
New York, New York 10017

Council on International Educational Exchange
205 East 42nd Street
New York, New York 10017

Foreign Policy Association
729 Seventh Avenue
New York, New York 10019

Kentucky Council for International Education
Northern Kentucky University
Department of Political Science
Highland Heights, Kentucky 41076

Mershon Center
Citizen Development and Global Education Program
199 West Tenth
Columbus, Ohio 43201

Ohio Valley International Council
Center for International Studies
Ohio University
Athens, Ohio 45701

School of Global Education
Livonia Public Schools
33500 West Six Mile Road
Livonia, Michigan 48152

College of Education
The Ohio State University
223 Arps Hall
1945 North High Street
Columbus, Ohio 43210

REFERENCES

References

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